



NSSE 2016
Multi-Year Report
NSSEville State University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website.

nsse.indiana.edu/pdf/MYDAG.pdf

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who <i>participated</i> in a Learning Community, Service-Learning, and Research with Faculty, and who <i>planned to do</i> an Internship or Field Experience, Study Abroad, and a Culminating Senior Experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that will contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

First-year students

Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	32%	+/- 3.7%	472	410	62
2014	34%	+/- 4.3%	350	294	56
2015	33%	+/- 4.0%	395	337	59
2016	31%	+/- 3.6%	486	422	64
2017					
2018					
2019					
2020					

Seniors

Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	35%	+/- 2.9%	751	673	78
2014	42%	+/- 2.8%	737	680	57
2015	38%	+/- 2.8%	744	677	68
2016	34%	+/- 3.0%	774	653	80
2017					
2018					
2019					
2020					

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Experiences with Writing	None	Yes	Yes
2014	Email	Census	Yes	Civic Engagement, Information Literacy	None	Yes	Yes
2015	Email	Census	Yes	Academic Advising, Experiences with Writing	None	Yes	Yes
2016	Email	Census	Yes	Civic Engagement	None	Yes	Yes
2017							
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

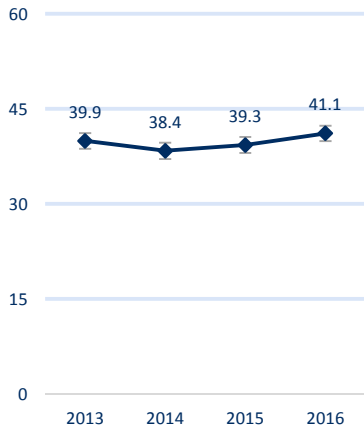
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. This is the count used to calculate response rates and sampling errors for each year's *Administration Summary* report. This number includes all census-administered and randomly sampled students.

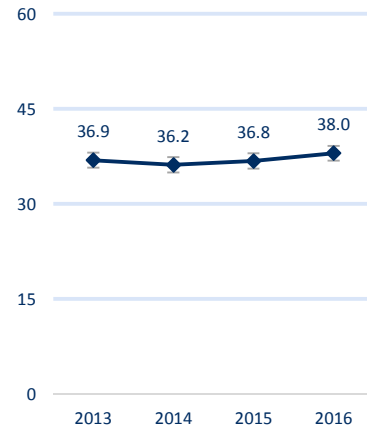
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

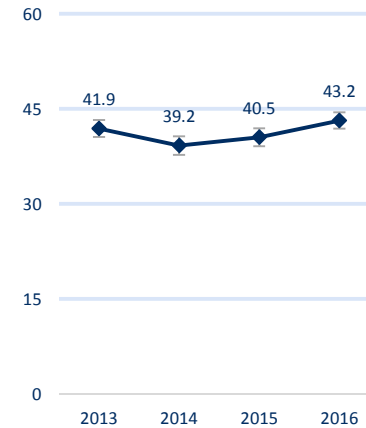
Higher-Order Learning



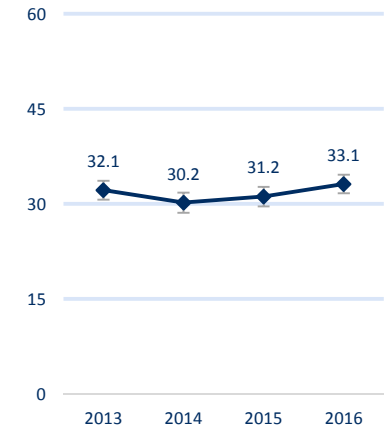
Reflective & Integrative Learning



Learning Strategies

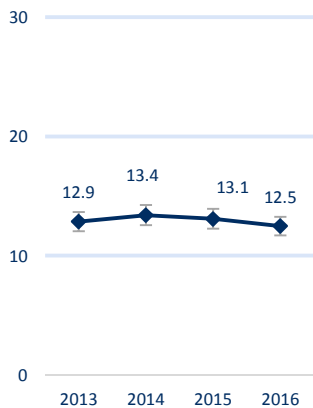


Quantitative Reasoning

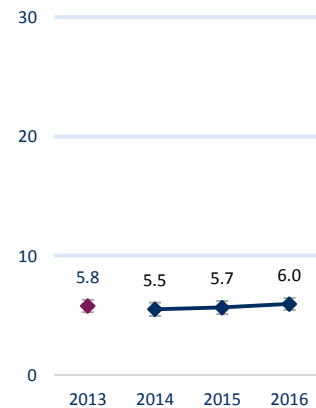


Academic Challenge (additional items): First-year students

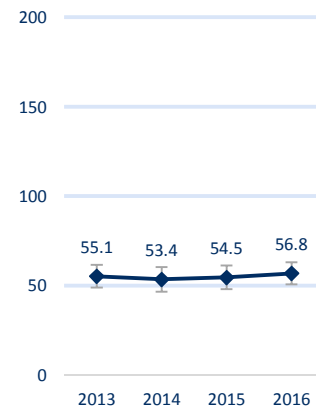
Preparing for Class (hrs/wk)



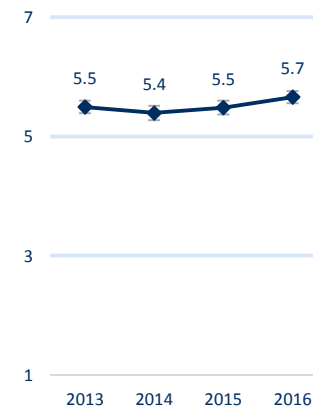
Course Reading (hrs/wk)^a



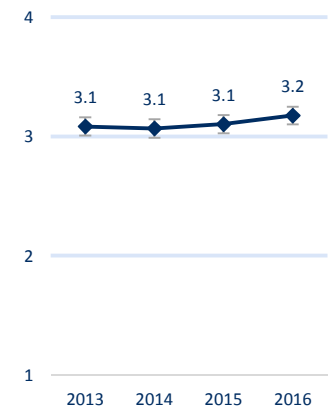
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.

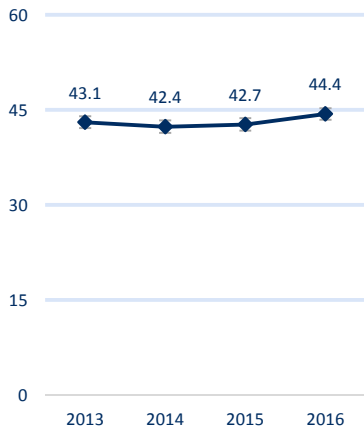
b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

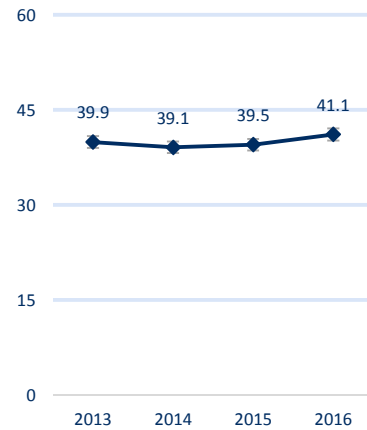
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Academic Challenge: Seniors

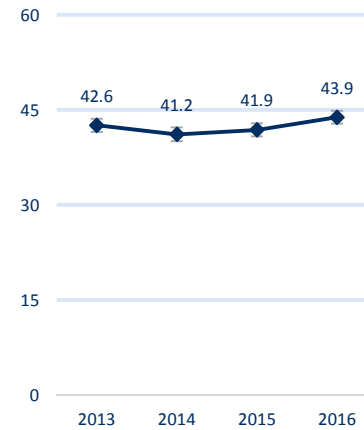
Higher-Order Learning



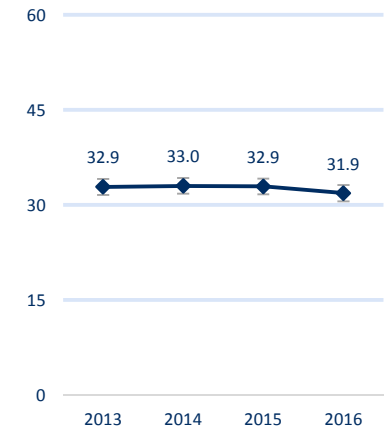
Reflective & Integrative Learning



Learning Strategies

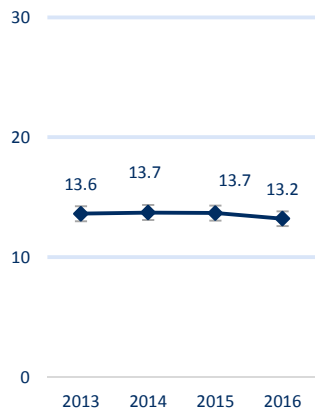


Quantitative Reasoning

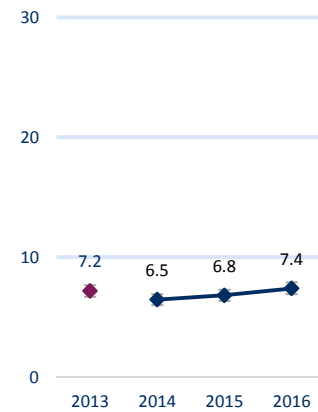


Academic Challenge (additional items): Seniors

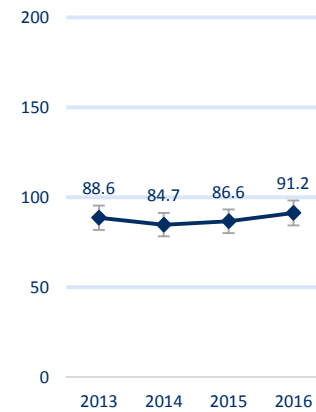
Preparing for Class (hrs/wk)



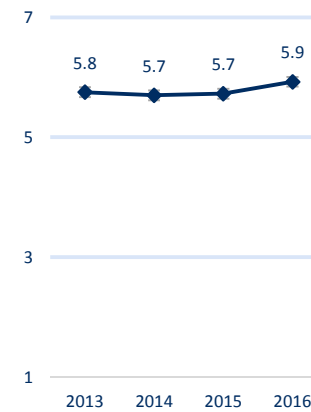
Course Reading (hrs/wk)^a



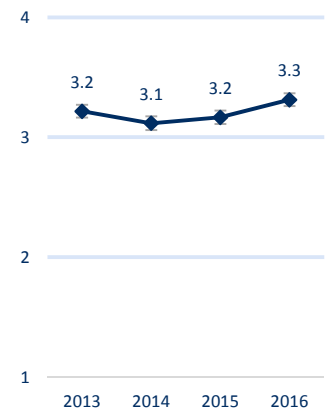
Assigned Writing (pages)^a



Course Challenge^b



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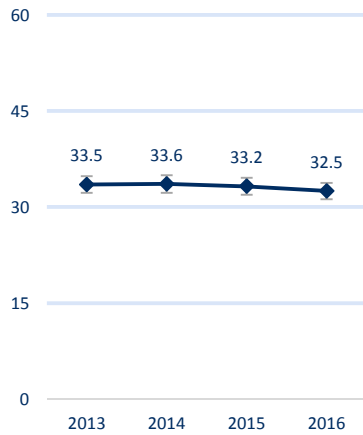
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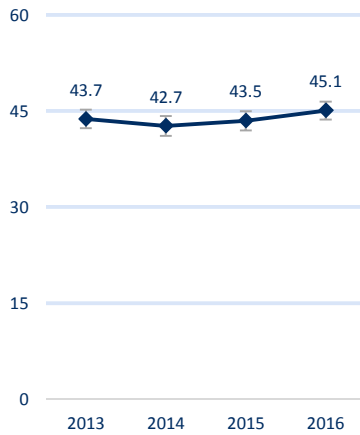
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Learning with Peers: First-year students

Collaborative Learning

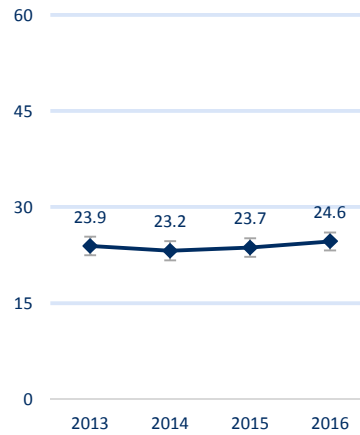


Discussions with Diverse Others

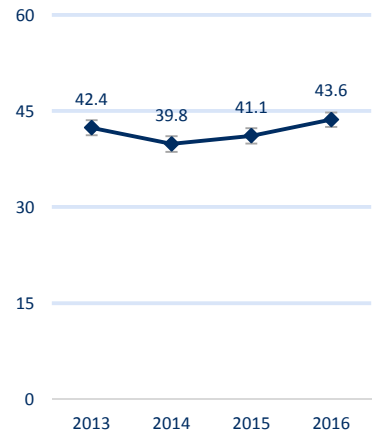


Experiences with Faculty: First-year students

Student-Faculty Interaction

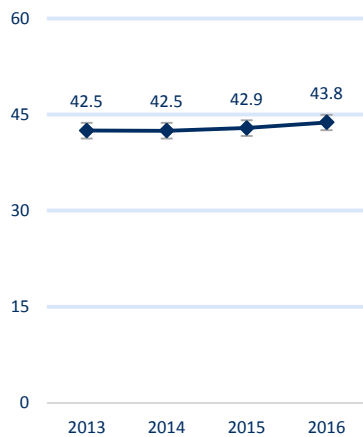


Effective Teaching Practices

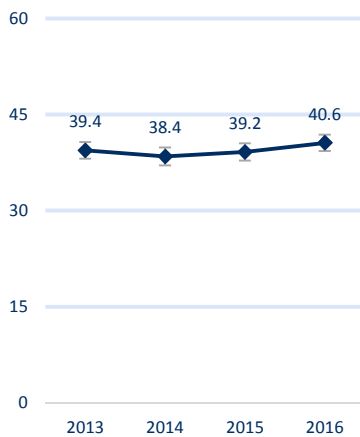


Campus Environment: First-year students

Quality of Interactions



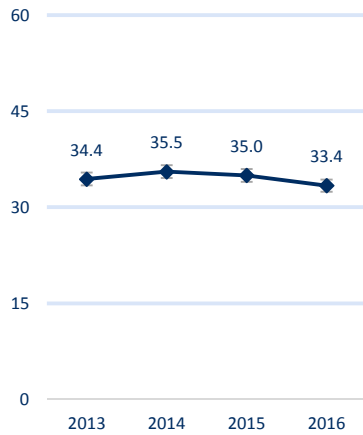
Supportive Environment



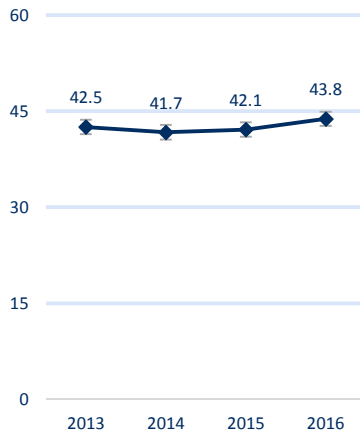
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Learning with Peers: Seniors

Collaborative Learning

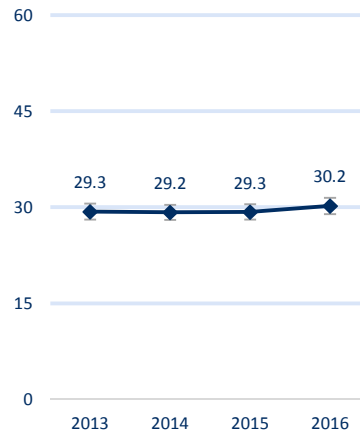


Discussions with Diverse Others

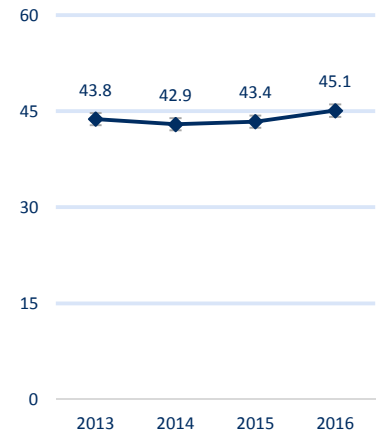


Experiences with Faculty: Seniors

Student-Faculty Interaction

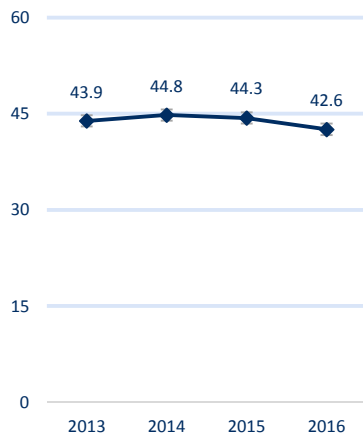


Effective Teaching Practices

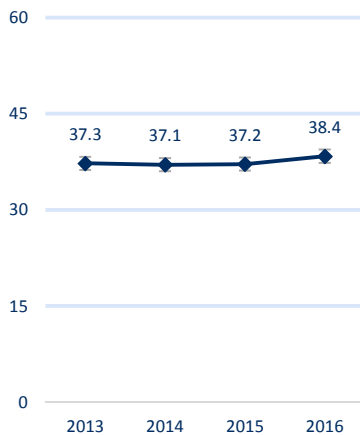


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

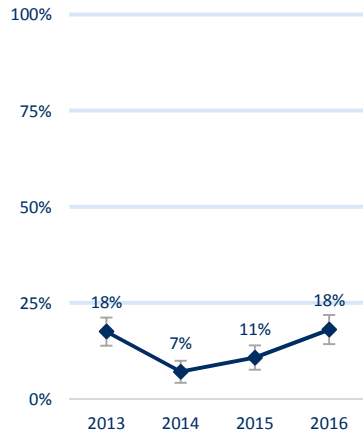


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

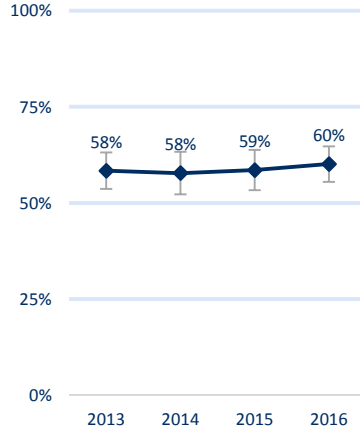
Learning Community

(Done or in progress)



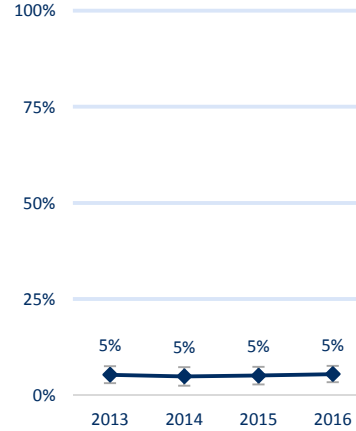
Service-Learning

(Some, most, or all courses)



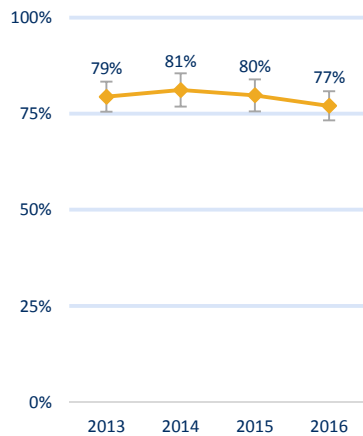
Research with Faculty

(Done or in progress)



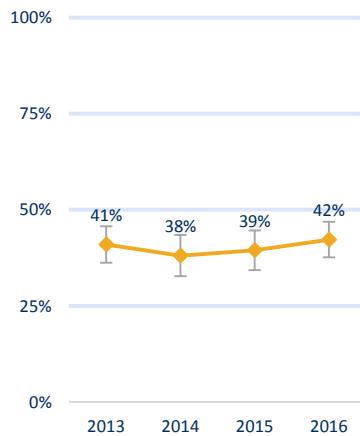
Internship/Field Experience

(Plan to do)



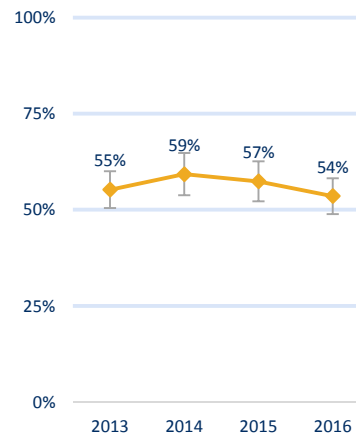
Study Abroad

(Plan to do)



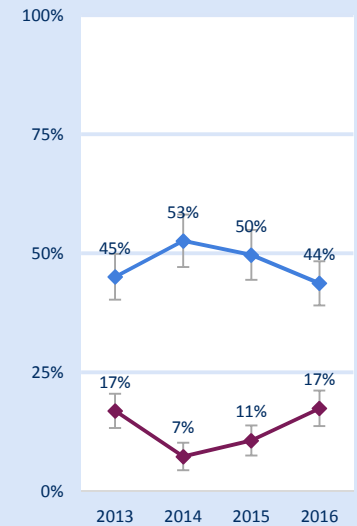
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



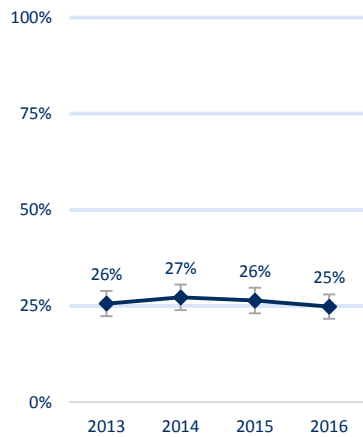
◆ Participated in two or more HIPs
◆ Participated in one HIP

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

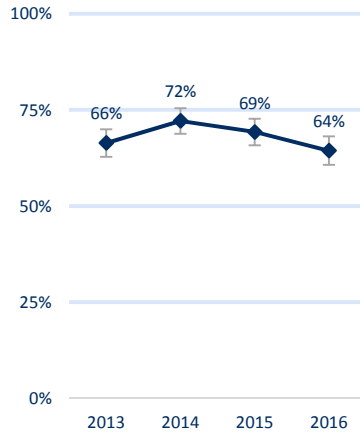
Learning Community

(Done or in progress)



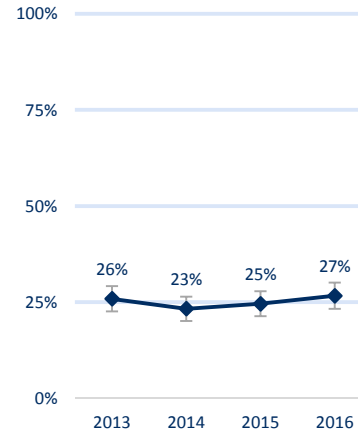
Service-Learning

(Some, most, or all courses)



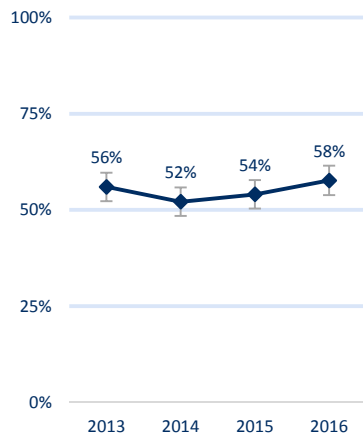
Research with Faculty

(Done or in progress)



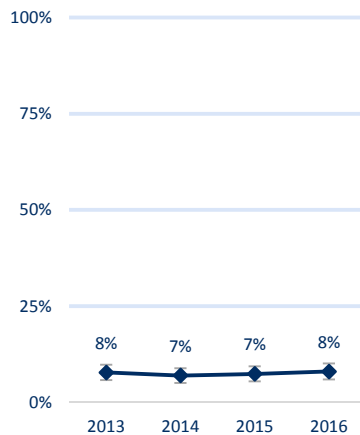
Internship/Field Experience

(Done or in progress)



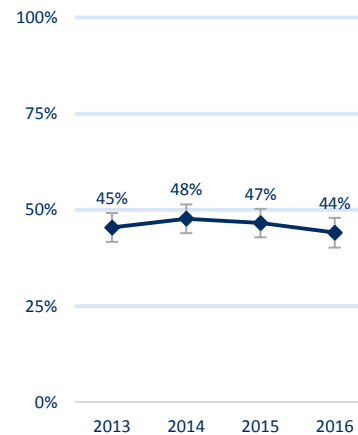
Study Abroad

(Done or in progress)



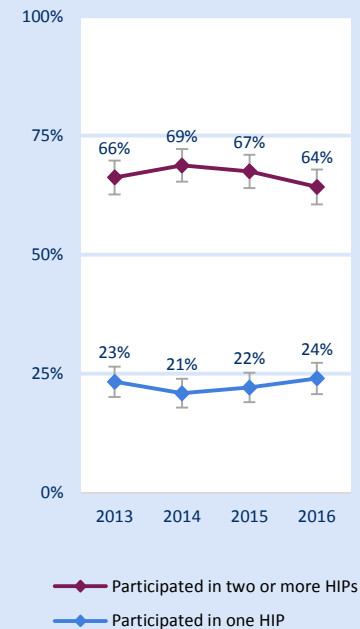
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

NSSEville State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>	39.9	38.4	39.3	41.1					43.1	42.4	42.7	44.4				
	<i>n</i>	437	328	369	450					700	692	696	721				
	<i>SD</i>	13.4	12.1	12.6	13.8					12.9	13.2	13.0	12.5				
	<i>SE</i>	.64	.67	.65	.62					.49	.50	.49	.47				
	<i>CI upper bound</i>	41.2	39.7	40.6	42.4					44.0	43.3	43.7	45.3				
	<i>CI lower bound</i>	38.7	37.1	38.0	39.9					42.1	41.4	41.8	43.4				
Reflective & Integrative Learning	<i>Mean</i>	36.9	36.2	36.8	38.0					39.9	39.1	39.5	41.1				
	<i>n</i>	445	335	376	458					718	722	720	697				
	<i>SD</i>	12.7	11.4	12.0	13.1					12.6	12.2	12.4	12.9				
	<i>SE</i>	.60	.62	.61	.59					.47	.46	.46	.48				
	<i>CI upper bound</i>	38.1	37.4	38.0	39.1					40.9	40.0	40.4	42.1				
	<i>CI lower bound</i>	35.7	34.9	35.6	36.8					39.0	38.2	38.6	40.2				
Learning Strategies	<i>Mean</i>	41.9	39.2	40.5	43.2					42.6	41.2	41.9	43.9				
	<i>n</i>	405	304	342	417					664	689	676	644				
	<i>SD</i>	13.6	12.9	13.3	14.1					13.6	14.3	14.0	13.2				
	<i>SE</i>	.68	.74	.71	.66					.53	.55	.54	.51				
	<i>CI upper bound</i>	43.2	40.6	41.9	44.4					43.6	42.2	42.9	44.9				
	<i>CI lower bound</i>	40.6	37.7	39.1	41.9					41.5	40.1	40.8	42.8				
Quantitative Reasoning	<i>Mean</i>	32.1	30.2	31.2	33.1					32.9	33.0	32.9	31.9				
	<i>n</i>	434	328	368	447					719	709	714	740				
	<i>SD</i>	16.1	14.6	15.2	16.5					17.1	16.8	16.9	17.6				
	<i>SE</i>	.77	.80	.79	.75					.64	.63	.63	.66				
	<i>CI upper bound</i>	33.7	31.8	32.7	34.6					34.1	34.3	34.2	33.2				
	<i>CI lower bound</i>	30.6	28.6	29.6	31.6					31.6	31.8	31.7	30.6				
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>	12.9	13.4	13.1	12.5					13.6	13.7	13.7	13.2				
	<i>n</i>	387	298	332	398					651	681	666	631				
	<i>SD</i>	8.1	7.5	7.8	8.3					8.2	8.5	8.3	8.0				
	<i>SE</i>	.41	.44	.42	.40					.32	.32	.32	.31				
	<i>CI upper bound</i>	13.7	14.3	13.9	13.3					14.3	14.4	14.3	13.8				
	<i>CI lower bound</i>	12.1	12.5	12.3	11.7					13.0	13.1	13.0	12.6				
Course Reading Estimated hours per week calculated from two survey questions. The item was modified in 2014; comparability between 2013 and later years is limited.	<i>Mean</i>	5.8	5.5	5.7	6.0					7.2	6.5	6.8	7.4				
	<i>n</i>	377	297	327	388					636	676	656	617				
	<i>SD</i>	5.1	5.0	5.1	5.3					6.2	6.0	6.1	6.4				
	<i>SE</i>	.26	.29	.28	.26					.24	.23	.24	.25				
	<i>CI upper bound</i>	6.3	6.1	6.2	6.5					7.7	6.9	7.3	7.9				
	<i>CI lower bound</i>	5.3	4.9	5.1	5.5					6.7	6.0	6.3	6.9				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

NSSEville State University

		First-year students							Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020	
<i>Academic Challenge (additional items, continued)</i>																		
Assigned Writing	<i>Mean</i>	55.1	53.4	54.5	56.8					88.6	84.7	86.6	91.2					
	<i>n</i>	384	300	331	395					625	656	641	606					
	Estimated number of pages calculated from three survey questions.	<i>SD</i>	63.6	61.1	62.6	65.5					86.1	84.2	85.2	88.7				
		<i>SE</i>	3.25	3.53	3.40	3.15					3.45	3.29	3.37	3.55				
		<i>CI upper bound</i>	61.5	60.3	61.2	62.9					95.3	91.1	93.2	98.2				
		<i>CI lower bound</i>	48.7	46.5	47.9	50.6					81.8	78.2	80.0	84.3				
Course Challenge	<i>Mean</i>	5.5	5.4	5.5	5.7					5.8	5.7	5.7	5.9					
	<i>n</i>	416	314	352	428					680	695	687	659					
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>SD</i>	1.1	1.1	1.1	1.1					1.1	1.1	1.1	1.1				
		<i>SE</i>	.05	.06	.06	.05					.04	.04	.04	.04				
		<i>CI upper bound</i>	5.6	5.5	5.6	5.8					5.8	5.8	5.8	6.0				
		<i>CI lower bound</i>	5.4	5.3	5.4	5.6					5.7	5.6	5.6	5.8				
Academic Emphasis	<i>Mean</i>	3.1	3.1	3.1	3.2					3.2	3.1	3.2	3.3					
	<i>n</i>	391	299	333	403					652	683	668	633					
	Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>SD</i>	0.8	0.7	0.7	0.8					0.7	0.8	0.7	0.7				
		<i>SE</i>	.04	.04	.04	.04					.03	.03	.03	.03				
		<i>CI upper bound</i>	3.2	3.1	3.2	3.3					3.3	3.2	3.2	3.4				
		<i>CI lower bound</i>	3.0	3.0	3.0	3.1					3.2	3.1	3.1	3.3				
<i>Learning with Peers</i>																		
Collaborative Learning	<i>Mean</i>	33.5	33.6	33.2	32.5					34.4	35.5	35.0	33.4					
	<i>n</i>	450	340	381	464					714	708	711	735					
		<i>SD</i>	14.3	12.8	13.5	14.7					13.6	13.6	13.6	14.0				
		<i>SE</i>	.67	.70	.68	.65					.51	.51	.51	.49				
		<i>CI upper bound</i>	34.8	35.0	34.6	33.8					35.4	36.5	36.0	34.3				
		<i>CI lower bound</i>	32.2	32.2	31.9	31.2					33.4	34.5	34.0	32.4				
Discussions with Diverse Others	<i>Mean</i>	43.7	42.7	43.5	45.1					42.5	41.7	42.1	43.8					
	<i>n</i>	408	310	347	421					674	687	680	654					
		<i>SD</i>	14.8	14.0	14.4	15.3					14.8	15.2	15.0	14.3				
		<i>SE</i>	.73	.79	.77	.71					.57	.58	.57	.55				
		<i>CI upper bound</i>	45.2	44.2	45.0	46.5					43.6	42.8	43.2	44.9				
		<i>CI lower bound</i>	42.3	41.1	42.0	43.7					41.4	40.6	41.0	42.7				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

NSSEville State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>	23.9	23.2	23.7	24.6					29.3	29.2	29.3	30.2				
	<i>n</i>	438	328	369	451					701	705	703	680				
	<i>SD</i>	15.5	13.6	14.4	16.0					16.9	15.7	16.3	17.4				
	<i>SE</i>	.74	.75	.74	.72					.64	.59	.61	.66				
	<i>CI upper bound</i>	25.4	24.6	25.1	26.0					30.6	30.4	30.5	31.5				
	<i>CI lower bound</i>	22.5	21.7	22.2	23.2					28.1	28.0	28.0	28.9				
<hr/>																	
Effective Teaching Practices	<i>Mean</i>	42.4	39.8	41.1	43.6					43.8	42.9	43.4	45.1				
	<i>n</i>	443	328	371	456					717	718	718	696				
	<i>SD</i>	12.5	11.4	11.9	12.9					13.0	12.8	12.9	13.4				
	<i>SE</i>	.59	.63	.61	.58					.49	.48	.48	.50				
	<i>CI upper bound</i>	43.5	41.1	42.3	44.8					44.7	43.9	44.3	46.1				
	<i>CI lower bound</i>	41.2	38.6	39.9	42.5					42.8	42.0	42.4	44.1				
<hr/>																	
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>	42.5	42.5	42.9	43.8					43.9	44.8	44.3	42.6				
	<i>n</i>	397	297	335	409					662	685	674	642				
	<i>SD</i>	12.5	10.9	11.6	12.9					11.5	11.7	11.6	11.2				
	<i>SE</i>	.63	.63	.62	.61					.45	.45	.45	.46				
	<i>CI upper bound</i>	43.7	43.7	44.1	45.0					44.8	45.7	45.2	43.5				
	<i>CI lower bound</i>	41.3	41.2	41.7	42.6					43.0	43.9	43.5	41.7				
<hr/>																	
Supportive Environment	<i>Mean</i>	39.4	38.4	39.2	40.6					37.3	37.1	37.2	38.4				
	<i>n</i>	387	295	330	398					649	676	663	630				
	<i>SD</i>	13.0	12.3	12.6	13.4					13.4	13.3	13.4	13.8				
	<i>SE</i>	.66	.71	.69	.64					.53	.51	.52	.54				
	<i>CI upper bound</i>	40.7	39.8	40.5	41.8					38.3	38.1	38.2	39.4				
	<i>CI lower bound</i>	38.1	37.0	37.8	39.3					36.2	36.0	36.1	37.3				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community^a	%	18	7	11	18					26	27	26	25				
	<i>n</i>	413	312	350	426					680	691	686	660				
	<i>SE</i>	1.9	1.5	1.6	1.9					1.7	1.7	1.7	1.6				
	<i>CI upper bound (%)</i>	21	10	14	22					29	31	30	28				
	<i>CI lower bound (%)</i>	14	4	8	14					22	24	23	22				
Service-Learning^a	%	58	58	59	60					66	72	69	64				
	<i>n</i>	412	308	347	424					671	693	682	651				
	<i>SE</i>	2.4	2.8	2.7	2.4					1.8	1.7	1.8	1.9				
	<i>CI upper bound (%)</i>	63	63	64	65					70	75	73	68				
	<i>CI lower bound (%)</i>	54	52	53	56					63	69	66	61				
Research with Faculty^a	%	5	5	5	5					26	23	25	27				
	<i>n</i>	412	310	348	424					674	694	684	653				
	<i>SE</i>	1.1	1.2	1.2	1.1					1.7	1.6	1.6	1.7				
	<i>CI upper bound (%)</i>	8	7	7	8					29	26	28	30				
	<i>CI lower bound (%)</i>	3	2	3	3					23	20	21	23				
Internship or Field Experience^b	%	79	81	80	77					56	52	54	58				
	<i>n</i>	416	314	352	428					682	697	690	662				
	<i>SE</i>	2.0	2.2	2.1	1.9					1.9	1.9	1.9	2.0				
	<i>CI upper bound (%)</i>	83	85	84	81					60	56	58	61				
	<i>CI lower bound (%)</i>	76	77	76	73					52	48	50	54				
Study Abroad^b	%	41	38	39	42					8	7	7	8				
	<i>n</i>	413	313	350	425					680	694	687	659				
	<i>SE</i>	2.4	2.7	2.6	2.4					1.0	1.0	1.0	1.1				
	<i>CI upper bound (%)</i>	46	43	45	47					10	9	9	10				
	<i>CI lower bound (%)</i>	36	33	34	38					6	5	5	6				
Culminating Senior Experience^b	%	55	59	57	54					45	48	47	44				
	<i>n</i>	412	310	348	424					676	696	686	656				
	<i>SE</i>	2.5	2.8	2.7	2.4					1.9	1.9	1.9	2.0				
	<i>CI upper bound (%)</i>	60	65	63	58					49	51	50	48				
	<i>CI lower bound (%)</i>	50	54	52	49					42	44	43	40				
Overall HIP Participation^c																	
Participated in one HIP	%	45	53	50	44					23	21	22	24				
	<i>n</i>	416	314	352	428					683	699	691	663				
	<i>SE</i>	2.4	2.8	2.7	2.4					1.6	1.5	1.6	1.7				
	<i>CI upper bound (%)</i>	50	58	55	48					26	24	25	27				
	<i>CI lower bound (%)</i>	40	47	44	39					20	18	19	21				
Participated in two or more HIPs	%	17	7	11	17					66	69	67	64				
	<i>n</i>	416	314	352	428					683	699	691	663				
	<i>SE</i>	1.8	1.5	1.6	1.9					1.8	1.8	1.8	1.9				
	<i>CI upper bound (%)</i>	21	10	14	21					70	72	71	68				
	<i>CI lower bound (%)</i>	13	4	8	14					63	65	64	61				

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity, and senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.